



American Indian Education Summit

A New Vision FOR NATIVE STUDENTS

.....

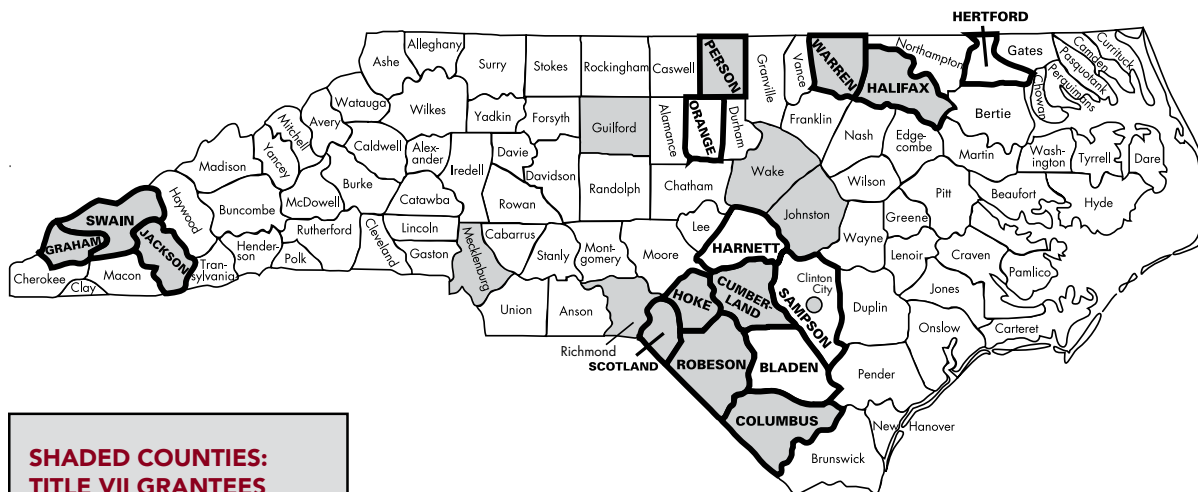
Co-sponsored by the North Carolina State Advisory Council on
Indian Education and the NC Department of Public Instruction

Friday, October 9, 2015

8:00 a.m. – 2:30 p.m.

Education Building, Raleigh, NC

NC Tribes, Locations, and Title VII Grantees



SHADED COUNTIES: TITLE VII GRANTEES

Charlotte-Mecklenburg
Clinton City
Columbus
Cumberland
Graham
Guilford
Halifax
Haliwa-Saponi Tribal School
Hoke
Jackson
Johnston
Person
Richmond
Robeson
Scotland
Swain
Wake
Warren

COUNTIES WITH BOLD OUTLINES AND BOLD UPPERCASE NAMES: LOCATIONS OF NORTH CAROLINA TRIBES

COHARIE

Sampson and Harnett – <http://www.coharietribes.org>

EASTERN BAND OF THE CHEROKEE

Graham, Swain, and Jackson – <http://www.nc-choke.com>

HALIWA-SAPONI

Halifax and Warren – <http://www.haliwa-saponi.com>

LUMBEE

Robeson, Hoke, Scotland and Cumberland – <http://www.lumbeetribes.com>

MEHERRIN

Hertford – <http://www.meherrintribes.com>

OCCANEECHI BAND OF THE SAPONI NATION

Orange – <http://www.obsn.org>

SAPPONY

Person – <http://www.sappony.org>

WACCAMAW-SIOUAN

Columbus and Bladen – <http://www.waccamaw-siouan.com>

American Indian Education Summit



Friday, October 9, 2015 | 8:00 a.m. – 2:30 p.m.

8:00 a.m. Registration | Lobby, Education Building

9:00 a.m. Opening Session | Room 150

Welcome: Karen Goins Kueny, *SACIE Member, Summit Coordinator*

Opening Prayer: Marvel Welch, *NC Commission on Indian Affairs*

National Anthem: Mahlea Hunt, *Student at Purnell Swett High School*

Greetings: June Atkinson, *State Superintendent*

Martez Hill, *Executive Director, State Board of Education*

Ruth Revels, *Chairperson, North Carolina Commission of Indian Affairs*

Purpose: Kamiyo Lanning, *Chairperson, State Advisory Council on Indian Education (SACIE)*

9:45 a.m. Breakout Session I | Various Locations

See page 4-5 for session descriptions and room numbers.

10:55 a.m. Breakout Session II | Various Locations

See page 4-5 for session descriptions and room numbers.

12:00 p.m. Lunch Session | Room 150

"Culturally Relevant Instruction"

Keynote Speaker: Leslie Locklear, *Ph.D. Student, Educational Studies and Cultural Foundations, University of North Carolina at Greensboro*

1:00 p.m. Breakout Session III | Various Locations

See page 4-5 for session descriptions and room numbers.

2:05 p.m. Closing Session | Room 150

Evaluations, Attendance Certificates and Closing Remarks



Breakout Sessions

9:45 – 10:45 a.m. – BREAKOUT SESSION I
10:50 – 11:50 a.m. – BREAKOUT SESSION II

Room 150 – Breakout I & II

The Schooling Experience of North Carolina’s American Indian Students: A Report on Performance Outcomes and Educational Resources for American Indian Students attending Public Middle and High Schools in North Carolina

PRESENTER(S): Jimmy Cole, *Regional Educational Laboratory Southeast*
Cassandra Davis, *UNC Chapel Hill*
Sarah Fuller, *UNC Chapel Hill*
Marcia Kosanovich, *Regional Educational Laboratory Southeast*

Room 224N – Breakout I & II

Evaluating Children’s Literature for American Indian Bias

PRESENTER(S): Kara Stewart, *Chapel Hill-Carrboro City Schools/SACIE Member*

Room 504 – Breakout I & II

Culturally Responsive Resources for Teachers & Parents

PRESENTER(S): Kim Dial Sellers, *UNC Pembroke/SACIE Member*

Room 224S – Breakout I

What the Data Says: An Examination of National and State Performance Data for American Indian Students in North Carolina

PRESENTER(S): Susan Faircloth, *UNC Wilmington*
Andrea Faulkner, *NCDPI*

1:00 – 2:00 p.m. – BREAKOUT SESSION III

Room 224N

Engaging American Indian Parents in the K-12 Schooling Experience

PRESENTER(S): Kamiyo Lanning, *Buncombe County Schools/SACIE Member*
Sharon Williams, *Clinton City Schools/SACIE Member*

Room 224S

We Are Still Here: American Indian Tribes in North Carolina

PRESENTER(S): Dorothy Crowe, *NC Commission on Indian Affairs/SACIE Member*
Chenoa Davis, *Warren County Schools/SACIE Member*

Session Abstracts

Culturally Responsive Resources for Teachers & Parents – Looking for engaging, accurate resources for teaching about American Indians that honor culturally responsive instruction? The State Advisory Council on Indian Education is pleased to unveil our new resources appropriate for all grade levels. We'll dive in to show you how to make the most of it. Laptops/tablets encouraged.

Evaluating Children's Literature for American Indian Bias – Join me to explore the reasons why accurate representation of Natives in literature used in schools is so important. We'll also learn to use a tool to help us evaluate texts for bias against American Indians, and find out about some wonderful accurate texts you can use instead!

How Title VII Programs Impact Educational Outcomes for Native Students – The workshop will provide the attendee with an in-depth look at how a successful Title VII program works. From the mouths of American Indian students, the Title VII staff, a school administrator, and a parent, the attendee will leave the workshop understanding Academic Achievement and Student Success is not attainable without passionate, devoted, loyal, and caring educators advocating on behalf of the American Indian and Alaska student.

The Schooling Experience of North Carolina's American Indian Students: A Report on Performance Outcomes and Educational Resources for American Indian Students Attending Public Middle and High Schools in North Carolina – American Indian students in North Carolina lag behind their statewide peers on most educational outcomes. However, much of the gap in outcomes is explained by differences in student and school characteristics between American Indian students and students of other ethnicities across the state. Compared to peers within the same schools, American Indian students are much more similar on educational outcomes and demographics. This session will present findings from the 2015 REL Southeast report "The Schooling Experience of North Carolina's American Indian Students" and overview complementary federal resources. The session will build upon report findings to describe foundations of culturally-responsive instruction.



What the Data Says: An Examination of National and State Performance Data for American Indian Students in North Carolina – The National Indian Education Study (NIES) which is conducted every four years as part of the National Assessment of Educational Progress (NAEP), is the only nationwide study that explores American Indian and Alaska Native (AI/AN) culture and academic achievement. AI/AN students represent about 1 percent of the total student population in the United States. NIES provides data demonstrating how these students' academic achievement has changed over time and how they compare with their peers across the country. This session will explore what the data says about the national and North Carolina academic performance of American Indian and Alaska Native students.

We Are Still Here: American Indian Tribes in North Carolina – "We Are Still Here" will help professional educators understand the importance of incorporating American Indian history and cultural into the curriculum and provide more information on the state recognized American Indian Tribes of North Carolina.



Presenters

Dorothy Crowe, Retired Educator – Dorothy Crowe is an active member of the Sappony Tribe and lives in Roxboro, North Carolina. Dorothy is a retired Person County Schools educator.

Cassandra Davis, Ph.D., Post-doctoral Research Fellow, UNC Chapel Hill – Dr. Davis currently works as a qualitative researcher with several initiatives in the North Carolina Race to the Top education reform grant evaluation, including Professional Development (PD) and State Strategic Staffing (SSS). Dr. Davis is the project lead of SSS, co-leads the PD Longitudinal evaluation and supports the Teacher Quality Research Initiative. Dr. Davis previously consulted for local school systems where she assisted them on topics such as dropout prevention, teacher recruitment and retention, and program evaluation. In addition, she completed a Global Education program in Bavaria, Germany where she taught a seminar on the globalized effects of dropouts, consulted for the Minster of Education on topics regarding integrated classrooms, and was invited to speak at the University of Porto concerning the effects of summer reading loss for elementary students. Prior to her international experience, Dr. Davis taught in an alternative school in Wake Forest, NC.

Chenoa Davis, Early Childhood Programs Coordinator, Warren County Schools – Over the past 18 years, Mrs. Davis has worn many hats as a public educator. She has served the students in Halifax and Warren counties as a kindergarten teacher, mentor, reading coach, and administrator. She is currently the coordinator of pre-school programs for Warren County Schools.

Susan Faircloth, Professor/Chair, Educational Leadership, University of North Carolina Wilmington – Dr. Susan C. Faircloth (an enrolled member of the Coharie Tribe of North Carolina) is Professor and Chair of the Educational Leadership Department at the University of North Carolina Wilmington (UNCW). Her research explores factors that account for the disproportionate referral and placement of American

Indian and Alaska Native students in special education programs and services in the early grades, the moral and ethical dimensions of school leadership, and the education of culturally and linguistically diverse students with special educational needs. She has been published in Educational Administration Quarterly, Harvard Educational Review, The Journal of Special Education Leadership, International Studies in Educational Administration, Values and Ethics in Educational Administration, Tribal College Journal of American Indian Higher Education, Rural Special Education Quarterly, and Journal of Disability Policy Studies. Dr. Faircloth currently serves on the technical review panel for the National Indian Education Study.

Andrea Faulkner, NC NAEP Coordinator, Department of Public Instruction – Andrea Faulkner is the NC NAEP State Coordinator at the Department of Public Instruction. Her professional career in education includes teacher, counselor, school administrator, and District Director of Student Accountability. Andrea has completed her 6-year degree in Educational Leadership and is currently working on her dissertation to complete her doctoral degree. As NAEP State Coordinator, she is a member of the American Indian Special Interest Group and as a new state coordinator has begun the process of researching American Indian education issues, using NAEP data as one of her research platforms.

Sarah Fuller, Ph.D., Research Associate, UNC Chapel Hill – Sarah Crittenden Fuller currently serves as a Post-Doctoral Fellow at EPIC. She works on quantitative research projects, including the Race to the Top Evaluation, Double Dosing in Mathematics, and the New Schools Learning Laboratory Initiative. Her dissertation examined the effect of natural disasters on birth and school outcomes and was completed under the supervision of Dr. Helen F. Ladd. Fuller's areas of interest include quantitative research methods, education policy, early childhood development, and social stratification. Her expertise is in education policy, early childhood development, and quantitative methods.



Marcia Kosanovich, Ph.D., Senior Research Associate, Regional Educational Laboratory Southeast –

Dr. Marcia Kosanovich is a reading educator with expertise in teaching struggling readers, culturally-responsive instruction, developing large-scale professional development and curriculum development. She is a former classroom teacher with experience teaching Pre-K, kindergarten, first grade, and third grade as well as tutoring students in grades K-12. Dr. Kosanovich is the lead author of many literacy guidance documents for educators at the state, district, and school levels. She has also co-authored an intervention reading curriculum designed for small group instruction, research articles in peer-reviewed journals, and chapters in books. She was the Deputy Director for the National Center on Instruction for Literacy and led the creation of professional development and guidance documents for regional and state level reading educators. Dr. Kosanovich was also the Intervention Director for the Targeted Reading Intervention (TRI) at the University of North Carolina at Chapel Hill. Currently, she is the Research Alliance Manager for the Regional Educational Laboratory-Southeast managing the North Carolina School Leadership Alliance.

Kamiyo Lanning, Instructional Assistant, Buncombe County Schools – Kamiyo graduated from Western Carolina University with a BSBA and is currently employed as an Instructional Assistant for Kindergarten. She became actively involved in schools in order to help prepare her children for the consistent changes in curriculum and to have a better understanding of K-12 education and to reinforce at home lessons that were being taught in school. She has been active in advocating education for the past seven years and is currently the chairperson for the State Advisory Council on Indian Education for a second term.

Leslie A. Locklear, Student, UNC Greensboro –

As a lifetime student and an educator, I spend my free time doing classroom presentations at local schools in order to increase student's cultural awareness. My passions are invested in increasing the percentage of Native American students at institutions of high learning as well as ensuring their success in elementary, middle and high school.

Heather Kimberly (Kim) Dial Sellers, Reading Education Program Director, UNC Pembroke –

Heather Kimberly (Kim) Dial Sellers is an associate professor as well as the Program Director of the Graduate Reading Education Program in the Department of Educational Specialties at University of North Carolina at Pembroke's School of Education. She is an alumna of North Carolina State University where she earned her Ph. D. in Curriculum and Instruction as part of the inaugural Gates Millennium Scholars Program.

Kara Stewart, Literacy Coach, Chapel Hill-Carrboro City Schools –

Kara Stewart is a member of the Sappony tribe. She is currently a Literacy Coach in the Chapel Hill-Carrboro City Schools and has been a Reading Specialist and Literacy Coach in the North Carolina public schools for seventeen years.

Sharon Hair Williams, Indian Education Coordinator, Clinton City Schools –

Sharon Hair Williams is a member of the Coharie Tribe. Sharon has served as the assistant Indian Education coordinator for Sampson County Schools and is currently the Indian Education Coordinator for Clinton City Schools. Sharon works to make sure that Native youth of Sampson County do not get left behind.

